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In addition to improving teacher education programs, Illinois colleges and universities are in the process of adjusting foreign language programs to meet the legitimate needs of high school graduates. So that teachers and counselors may have a better understanding of foreign language education programs in Illinois, this report describes sample French, German, Spanish, or "all-language" curriculums currently offered in 11 state-supported colleges and universities. Included are admissions prerequisites, course offerings, degree requirements, and, frequently, information on student testing programs and high school graduate placement practices. (AF)

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TOWARD EXCELLENCE IN FOREIGN LANGUAGE EDUCATION

(A special publication of the Office of the Superintendent of Public Instruction, State of Illinois)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

Foreign language education in Illinois is moving toward excellence in a significant and encouraging manner. Foreign language teachers have every reason to be optimistic about certain recent developments which should improve the quality of foreign language instruction at all levels of learning.

The cause of foreign language education, and teacher-training programs in all other subject areas, will be more adequately served when we have achieved better communication between spokesmen for liberal arts and for professional education. Those two essential ingredients, thorough knowledge of subject matter and the ability to teach it well, are inseparable if we are to have effective teaching in our schools.

For that reason, the staff of the Office of the Superintendent of Public Instruction takes pride in the success of the Bloomington Conference which was held in April, 1968. This publication, an outgrowth of that important meeting, attempts to amplify the work accomplished there, as well as to describe other recent developments in foreign language education.

The Foreign Language Supervisors in the Office of the Superintendent of Public Instruction are eager to serve the cause of good foreign language education in Illinois. Their desire is really quite basic: to assist all who are genuinely interested in the future of their profession as it strives to move "toward excellence in foreign language education".

Ray Page

Superintendent of Public Instruction

We hear a great deal of talk about the communications revolution. The journey from air mail to telstar in little more than a generation has had a radical impact on the content and context of human communications. What has not changed is the basic concept of "language" as the translation of ideas and information into mutually understandable symbols and sounds. The key to communication, whether it be a contemplative perusal of Homer or an intercontinental phone call in a moment of international crisis is still "mutual understanding".

But the pace of transportation and communication has quickened. We are more often caught up in the immediacy of face-to-face conversation and confrontation. The importance of translation as a bridge across language barriers becomes more apparent.

These language skills can and are being taught in our schools with expanding emphasis and encouraging results. The growing need and the growing awareness of the need to master language as a communication skill are placing a serious responsibility on our educators. You are reaching out to meet it with the skill and dedication that has through our history built a system of education that responds to the present as it leads confidently into the future.

CHARLES H. PERCY,
United States Senator

The teaching and study of foreign languages must be conceived and directed in terms of the condition of mankind in the twentieth and twenty-first centuries. We must realize clearly that science and technology have created a world profoundly different from anything that man has known during the million years or more since he appeared on the earth. We have been catapulted into an age that marks the closing of a major cycle in history. Since he moved out from some Garden of Eden man has taken possession of the entire land surface of the planet. In this long process of migration, conquest, and settlement the several races and varieties of *homo sapiens,* the many languages, cultures, religions, ethical codes, and political systems were formed. Now, with all of our differences, ignorances, and prejudices, we are back in the little Garden. Since distance has been annihilated, the most fateful question confronting mankind in the coming years is whether the peoples of the world can learn to live together in peace, tolerance, and friendship. Without communication this will be impossible. Hence the learning of other languages and cultures assumes a crucial and revolutionary significance in the present and the coming age.

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TOWARD EXCELLENCE IN FOREIGN LANGUAGE EDUCATION

A Special Publication of the Office of the Superintendent of Public Instruction, State of Illinois

Ray Page
Superintendent

Colleges and Universities Must Improve the Quality of Teacher Training Programs . . .

CHAPTER IV

Foreign Language Teacher Training Programs In Illinois

Pat Castle and Charles Jay
Foreign Language Supervisors
Office of the Superintendent of Public Instruction

To prepare teachers, and teachers of teachers, while at the same time serving as the vehicle by which thousands of students fulfill degree requirements is a big order for the foreign language departments of our colleges and universities. While the last ten years have not witnessed sweeping revolutionary changes in college foreign language departments, those changes which have taken place are highly significant.

The assertion that changes in American education quite often occur from the bottom up may have special significance with regard to foreign languages. In any case, the excitement created in American educational circles by the launching of Sputnik placed great priority on the improvement of American elementary and secondary education. Foreign languages, as one of the beneficiaries of America's race with the Soviet Union for a place in the cosmos, found themselves in the bright light of public scrutiny. Those who were concerned with the education of pre-college children felt that university foreign language departments had been deficient in two broad areas:

1. Foreign language teacher education: the need for greater language competency and the ability to teach audio-lingual-visual skills.
2. Articulation between high schools and college foreign language programs: the need for common philosophy on goals of foreign language learning, the skills sought at specific levels, and the need for proficiency and placement tests to facilitate high school graduates from long-sequence programs.

Colleges Desire to Improve Quality of Classroom Teacher

The institutions of higher learning have made progress in both areas. It would be unfair to say that colleges and universities have been oblivious to the

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two problems mentioned above. There has been a genuine and sincere attempt to improve the quality of teacher education in order to meet the goals of foreign language learning on the elementary and secondary levels. Foreign language department chairmen in Illinois universities and colleges are increasingly concerned about the preparation of teachers, realizing that the degree candidates from their institutions will, in turn, eventually determine the caliber of future students who enter college.

If there remain some institutions more concerned about the doctoral programs of a dozen students, rather than the teacher preparation programs of a 100 students, this seems now to be the exception rather than the rule. The naked reality that 100 teachers who are poorly trained may have an adverse impact on ten times that number of high school students each year has led to a readjustment of priorities in college foreign language departments. Better trained teachers produce better prepared elementary and secondary students who in turn perform better as college students and who conceivably become better teachers or advanced degree candidates. The circle of quality training is thus made complete.

Necessity of NDEA Institutes: Why?

The complaint consistently voiced by classroom teachers that higher education did not understand or meet the needs of foreign language education may have a tedious and all too familiar ring to it. But who can seriously deny that the success of NDEA Institutes does not point to a brutal truth: that teacher education programs have not been meeting the practical, down-to-earth, tangible needs of teachers in the classrooms? New Facets of Symbolist Poetry 405 or the all-morning summer school sessions devoted to a seminar on the "roman-fleuve", may have been interesting manifestations of scholarship, but they did not fill the bill for Miss Jones back in District 201. As amazing and naïve as it may now seem, sincere academicians were in accord that mere literary acquaintance with the language prepared the student for classroom teaching. However, thoughtful foreign language spokesmen on the university level are today making an assessment of the damage inflicted upon the entire area of foreign language learning because of this narrow and restricted point of view. The specter of recent college graduates enrolling in NDEA Institutes for "retraining" brought home to many of us the realization that proper preparation would have made such a federal program unnecessary. Over 10,000 classroom teachers, at a cost of over seven million dollars per year, *have learned that language is a set of speech habits.*

College Programs are the Needs of High School Graduates

In addition to improved teacher education programs, the colleges and universities are in the throes of adjusting foreign language programs to meet the legitimate needs of high school graduates. The high school teacher who justifies a traditional program on the assumption that "this is what the colleges test on" is either completely ignor-

ant of the placement tests currently given by most colleges and universities or is seeking self-justification and a convenient excuse for the continuation of traditional methodology. One may understand the frustration of the student who had made notable progress in comprehension and speaking skills on the high school levels but was then subjected to a university placement test which emphasized reading and writing skills. Although this occurrence continues to be part of the college admissions picture, it is an academic injustice that is becoming less common. A comfortable accomodation to such placement tests should never be a convincing argument for the minimizing of comprehension and speaking skills on the elementary and high school levels. Widespread as the incidence of tradition-bound college programs may still be, one takes hope in the tangible indications that a greater number of colleges and universities are allocating expanded segments of time to the comprehension and oral performances of their own students.

Teachers and counselors may have a better understanding of foreign language education programs in Illinois by glancing at the curricula currently offered in various state-supported colleges and universities. In the description of various programs on the following pages many schools have described not only their foreign language education programs but also the system of student testing and placement for high school graduates.

UNIVERSITY OF ILLINOIS, Urbana

SAMPLE PROGRAM: SPANISH

Information supplied by
Doctor Gilbert Kettlekamp, Director
Foreign Language Teacher Placement

The student who intends to study a foreign language before going to the University of Illinois, and also while in attendance there, should plan to take as much work as possible in the subject prior to his graduation from high school. Ideally, the sequence of study should be four years, and a minimum of three years.

It is the policy at the University of Illinois for the student to be given a placement test in the foreign language he has studied. This is vitally important in order that he may be enrolled at the particular course level where there is the greatest likelihood of success in the language. The standardized placement test used for this purpose is the type prepared by the Modern Language Association and the Educational Testing Service of Princeton, New Jersey.

Identifying Student's Achievement Level

The University of Illinois also administers such tests to its own foreign language students in order to ascertain the level of achievement which they are able to attain by the end of one or more semesters of instruction. By using the same type of placement test with an incoming student who has just graduated from high school, the University is in a better position to identify the learning level which the student has achieved. With such information at hand, it is possible for each language department to structure a program of study for that student and to enroll him at the course level where he should be able to continue his foreign language study with reasonable assurance of success.

The completion of work, as described for Level I in this publication, (See page 8), should prepare the student to pass the placement test and be admitted to the 102 course. Level II should prepare him for 103 and Level III for 104.[1] The bright student who has performed exceptionally well at any of the levels indicated above can expect to do well enough on the placement test to be enrolled in the course one semester ahead of this. Specifically, the placement procedure is as follows:

The incoming high school graduate

1 Foreign Langauge Supervisors in the Office of the Superintendent of Public Instruction who have visited most high schools in Illinois have observed that in the majority of cases students are unable to complete the requirements of Levels I and II (as defined on page 8) in less than a three-year program. In other words, for most students one year of high school foreign language study is *not* the equivalent of one semester's work at the University of Illinois or at most other universities. The problem is further complicated by the use of the term "level" which at the present time is, we feel, erroneously equated as one year's work. This is a problem that all universities must solve if a fair assessment of student progress is to be made and if students are to receive proper credit for high school achievement.

whose placement score puts him back two levels is faced with two choices:

1. He continues in the same language, but without graduation credit for the first semester (for example, the student with three years of high school foreign language who places in 102 does not receive graduation credit for 102).
2. He may start over in a new language. Even considering the loss of credit, *it is generally recommended that a student continue with the language started in high school,* unless there are strong reasons for changing.

The student whose placement score enables him to skip a semester — if, for example, with two years of high school language he places in 104 — will receive proficiency credit for the course skipped (103). If the student prefers not to take the proficiency credit, but to register in 103, he is permitted to do so.

Difficulty in Comparing High School and College Achievement Levels

It may be worthwhile to point out a prevailing misconception. In the past there has been a tendency on the part of individuals connected with foreign language instruction to assume that the achievement level attained in one or two years of study by beginning and intermediate high school foreign language classes should equal that attained by college classes after one or two semesters of study. Such a comparison is frequently invalid because of differences in motivation, maturity, and ability. As a result, the comparison is likely to indicate an unsatisfactory level of achievement on the part of high school classes, when actually the two groups may arrive at comparable levels of achievement, but not necessarily at the completion of those particular periods of study. Furthermore, there is often the question of whether or not qualified teachers are available. A high school teacher with a foreign language teaching minor or less, is quite often called upon to instruct one or more classes in the language. Under these conditions the likelihood that the students in such classes will receive a high level of instruction is most improbable.

The student who is planning to pursue a curriculum preparatory to the teaching of a foreign language may select French, German, Latin, Russian or Spanish at the University of Illinois. When the student must begin with the initial course 101 the minimum number of hours of work in the different language fields for completion of the degree will vary between 38 and 45. However, these requirements are reduced accordingly when the student completes a course numbered 102 or above after he has taken the placement examination.

When the student enters as a freshman and indicates he plans to take the training program to become a foreign language teacher, he is assigned to a major adviser who is a specialist in the foreign language teaching field. The adviser will help him enroll in the appropriate curriculum—for example, the Curriculum Preparatory to the Teaching of Spanish in the College of Liberal Arts and Sciences. After completion of a curriculum of 123 semester hours of credit (excluding credits for the first

two years of military training and physical education) the student will receive the Degree of Bachelor of Arts in the Teaching of Spanish. At the beginning of his junior year he may transfer to the College of Education and follow the same curriculum. Upon completion of this work he will receive the Degree of Bachelor of Science in the Teaching of Spanish. Inasmuch as the course work in either college will be the same, the perspective graduate will obtain no particular advantage by making such a transfer. *Either degree is acceptable for obtaining a teaching position.*

Curriculum Preparatory to the Teaching of Spanish

The Curriculum Preparatory to the Teaching of Spanish is listed below as an example of a foreign language teacher-training program. It includes requirements in General Education, Professional Education, and the subject field of Spanish. In addition to his teaching major, the student is also required by university regulations to have a teaching minor. The courses necessary in the "minor" field will vary from a minimum of 22 semester hours in some fields, such as the foreign languages, to considerably more in others. The courses required for a Spanish minor are listed for the reader; similar minor programs are available in all foreign languages for which there are major programs.

Professional Education and General Education requirements are common to all subject fields. The foreign language student who completes the type of program described below for Spanish will be eligible to receive the Illinois Secondary School Teaching Certificate permitting him to teach Spanish in grades 7 through 12 and any other subject for which he has met minimum preparation requirements.

The sample curriculum described here for Spanish is a typical four-year program at the University of Illinois. In addition to forty-three semester hours which are required in the language, other required hours are included in professional education (18), general education (16), history (4), physical education (4), political science (3), psychology (4), rhetoric and speech (9), "minor" fields such as another foreign language, history, English, etc. (20), and electives (13):

First Year

First Semester	*Semester Hours*
Span. 101-Elem. Spanish	4
Rhet. 101-Rhet. & Composition	3
or	
D.G.S. 111-Verbal Communication ..	4
General Education	4
Physical Education	1
Electives	4
Total	16-17

Second Semester	*Hours*
Span. 102-Elem. Spanish	4
Rhet. 102-Rhet. & Composition	3
or	
D.G.S. 112-Verbal Communication ..	4
General Education	4
Physical Education	1
Electives	4
Total	16-17

Second Year

First Semester	*Hours*
Spanish 103-Intermediate Spanish	4
Sec. Ed. 101-Introduction to the Teach-	

ing of Secondary School Subjects .	2
Pol. Sci. 150-American Government: Organization and Powers	3
Speech 101-Principles of Effective Speaking	3
or	
Speech 141-Oral Interpretation of Literature	3
General Education	4
Physical Education	1
Total	17

Second Semester	*Hours*
Spanish 104-Intermediate Spanish	4
Hist. 152-Hist. of the U.S. 1865 to the Present	4
Psych. 100-Introduction to Psych.	4
General Education	4
Physical Education	1
Total	17

Third Year

First Semester	*Hours*
Spanish 221-Spanish Drama and Poetry of the 20th Century	3
Spanish 211-Intermediate Composition & Conversation	3
Electives	11
Total	17

Second Semester	*Hours*
Spanish 222-Spanish-American Prose Fiction of the 20th Century	3
Spanish 212-Intermediate Composition & Conversation	3
HP Ed. 201-Foundations of American Education	2
Se. Ed. 240-Principles of Secondary Education	2
Electives	7
Total	17

Fourth Year

First Semester	*Hours*
Ed. Psych. 211-Educational Psychology	3
Se. Ed. 241-Technic of Teaching in the Secondary School	4
Ed. Pr. 242-Educational Practice in Secondary Education	5
Ed. Pr. 250-School and Community Experiences	2
Spanish 280-Teachers Course	2
Spanish 332-La Cultura Hispanica, Hispanoamerica	2
Total	18

Second Semester	*Hours*
Spanish 215-Spoken Spanish	4
Spanish Literature Course: 305 or 306	3
Spanish 351-Phonetics	2
Spanish 352-Syntax	2
Electives	6
Total	17

New Special Curriculum For Both High School and Elementary School Certification

For those who wish to teach foreign languages in a high school and an elementary school under Illinois teacher certification regulations, the University of Illinois offers a Specialty for Teaching Spanish in both High School and Elementary School (available in other languages also). Completion of the curriculum mentioned above will qualify the student for the high school certificate which permits him to teach Spanish in grades 7 through 12. However, a student who wishes to prepare for teaching Spanish in the elementary school, but who does *not* wish to prepare for general elementary school teaching, should substitute the following courses in place of the "Teachers' Minor" required in the above curriculum: Child Development for Elementary Teachers (Educational Psychology 236, 3 semester hours); Classroom Programs in Childhood Education (Elementary Education 233, 2 semester

hours); The Teaching of Language Arts in the Elementary School (Elementary Education 333, 3 semester hours); and Primary Reading (Elementary Education 336, 3 semester hours).

The student teaching in this curriculum must be performed in the seventh or eighth grade. If these requirements are met, the student will be entitled to not only the high school certificate but also the special certificate; he will thus be in a position to teach Spanish in all grades in the public schools, K-12. The special certificate, however, *does not qualify him to teach any elementary school subjects other than the one named on the certificate.*

A Valuable Prerequisite to Student Teaching

Educational Practice 250, School and Community Experience, provides an opportunity for the student teacher to participate in the opening activities of the school year at the school where he will later do his student teaching. In most instances this will require approximately two to three weeks of time. It must be no less than two weeks for him to receive the two hours of credit offered for the course. The course is available only in the fall semester but the student may participate in it regardless of the semester in which he later does his student teaching. The course is completed in time for him to be on campus for the fall semester to begin attending classes on the day instruction begins.

More and more cooperating schools are coming to regard Educational Practice 250 as such an essential prerequisite to student teaching that they will not accept for student teaching any students who do not participate in the experience. Actually, the two courses complement each other by providing a variety of experiences for the student teacher in the cooperating school.

Prospective foreign language graduates at the University of Illinois do their student teaching during either the first or second semester of their senior year (Readers should consult the Undergraduate Catalogue for admission procedures in the student teaching program). Each student's teaching semester of 14 weeks is divided into three parts: first six weeks devoted to course work such as Secondary Education 241, the technique of teaching; the second six weeks centered around actual teaching experience in a cooperating school; and the last two weeks of the semester devoted to a completion of the courses which were begun the first six weeks. During his six weeks of student teaching, most of which is in the Chicago suburban schools, the student is visited at least three times by an assigned university supervisor who is an experienced foreign language teacher.

NORTHERN ILLINOIS UNIVERSITY, DeKalb

SAMPLE PROGRAM: FRENCH

Information supplied by
Doctor Robert Morgenroth, Chairman
Department of Foreign Languages

The student who has had no French in high school, or the equivalent of less than three semesters, may take the beginning course, Foreign Language 101 for credit. Those who have had between four and seven semesters of high school French may pursue one of two alternatives: to enroll in Foreign Language 101 or 102 as an auditor for no credit, or to enroll in Foreign Language 201 for credit. Likewise, those high school students fortunate enough to have had a long sequence of eight semesters (four years) or more have similar options: to enroll in Foreign Language 201 or 202 as an auditor for no credit, or to enroll in Foreign Language 301 and 303 for credit.

So that the student may wisely choose the proper course for his ability level, he takes a placement examination upon entering Northern Illinois University. This test does not give credit, nor does it assign the student to a course, but it does indicate where the student should start, according to his ability. It is different from the so-called proficiency test, which students may take in order to receive credit for a particular course. The placement test serves primarily to recommend that the student enter either first- or second-semester level of the first, second, or third years.

The Bachelor of Arts degree in the College of Liberal Arts and Sciences requires two years of a college foreign language or the equivalent. This requirement may be satisfied by the proficiency examination with credit, by the placement examination (student's ability testing above the second year) without credit, or by the student's passing a fourth or fifth semester final examination, credit to be determined according to his previous schooling. The Bachelor of Science in Education does not have a general foreign language requirement for its majors, but each department may have its own foreign language requirement for this degree.

Curriculum Leading to Regular Teacher Certification

A student beginning Elementary French (101) in his freshman year would have to take accelerated courses or summer courses, or both, to complete his major and education requirements within four calendar years. It is, therefore, a distinct advantage to enter with three or four years training in high school. A freshman entering Northern Illinois University with two or preferably three years of high school French would take the following courses leading to a Bachelor of Arts or a Bachelor of Science degree in French with secondary school teacher certification:

Semester 1	*Semester Hours*
For. Lang. 201** Inter. French	4
English 103* Rhet.-Composition	3
Math 120* Intro. to Math	3
Physical Ed.	1
Speech 100* Fundamentals	3
	14 (14)

Semester 2	*Hours*
For. Lang. 202** Inter. French	4
English 104** Composition-Lit.	3
Gen. Ed. Requirement**	3
Physical Ed.	1
Gen. Ed. Requirement**	3
Gen. Ed. Requirement**	3
	17 (31)

Semester 3	*Hours.*
For. Lang. 301 Intro. to Lit.	3
For. Lang. 303 Oral-Writ. Expression	3
Pol. Sci. 140*-**	3
P. E.	1
Gen. Ed. Requirement**	3
Gen. Ed. Requirement**	3
	16 (47)

Semester 4	*Hours.*
For. Lang. 302 Intro. to Lit.	3
For. Lang. 304 Oral-Writ. Expression	3
Gen. Ed. Requirement**	3
P. E.	1
Gen. Ed. Requirement	3
Gen. Ed. Requirement**	3
	16 (63)

Here a student must apply for admission to the Teacher Education program of the Department of Secondary Professional Education. Among other requirements, he must have approval of his French advisor.

Semester 5	*Hours*
For. Lang. 400 Adv. French Comprehension	3
For. Lang. 4xx French Lit.	3
Electives	3
Electives	3
Electives	3
	15 (78)

Semester 6	*Hours*
For. Lang. 4xx French Lit.	3
For. Lang. 4xx French Lit.	3
Ed. 302 Human Development and Learning (Secondary)	6
Electives	3
	15 (93)

Semester 7	*Hours*
For. Lang. 427 French Culture-Civilization	4
For. Lang. 428 French Phonetics and Phonemics	3
Electives 4xx	3
Electives 4xx	3
Elective	3
	16 (109)

Semester 8	*Hours*
For. Lang. 490F-For. Lang. Methods**	3
Ed. 486F Foundation of Secondary Education	5
Ed. 495L Student Teaching	7
	15 (124)

* Unless exempted by examination.
** Selection among Humanities, Science and Math, Social Science.
*** Does not count in for. lang. major requirement in semester hours.

The total semester hours required for a major in French are 31 above the intermediate level of which 19 of these must be at the 400 level. All foreign language courses listed above are required, except Foreign Language 428 (Phonetics and Phonemics) which is strongly recommended. The electives shown may be in university courses, including another foreign language. The hours per semester may vary, but 124 are required for graduation, with a minimum of 40 at the 400 level. For a minor in French, with teaching certification, semesters 1-4 would be unchanged; and 6 additional hours at the 400 level for a total of 22 hours above the intermediate level are required.

EASTERN ILLINOIS UNIVERSITY, Charleston

SAMPLE PROGRAM: GERMAN

Information supplied by
Doctor Martin Miess, Chairman
Department of Foreign Languages

The teaching curriculum in German at Eastern Illinois University leading toward the Bachelor of Science degree in Education consists of 76 quarter hours of the following language and education courses (French, Latin, Spanish have the same education requirements and similar language courses):

Quarter Hours

I. Language courses — 52 quarter hours*

A. Required courses—20 quarter hours
- German 340** Methods of Teaching German 4
- German 354 Conversation and Writing 4
- German 361 Applied Linguistics .. 4
- German 410 Contemporary German Culture and Civilization 4
- German 455 Advanced Composition and Syntax 4

B. Elected courses—32 quarter hours
- German 233, 234, 235 Intermediate German 12
- German 353 Masterpieces of German Literature 4
- German 355 Twentieth Century German Literature 4
- German 362 Schiller's Dramas 4
- German 363 Lyrics and Ballads .. 4
- German 411 German Drama 4
- German 412 Introduction to Goethe 4
- German 453 German Literature to 1700 4
- German 454 German Literature since 1700 4

II. Education courses—12 quarter hours

Upon admission to teacher education and junior standing
- Education 332 Educational Psychology 4
- Education 333 The Instructional Task in Secondary School 4
- Education 445 Philosophy and History of Education 4

III. Practice Teaching Practicum—12 quarter hours
- Education 441, 442, 443 Teaching Practicum in Elementary or Secondary School 12

The teacher education practicum is usually conducted off-campus during a regular quarter and supervised by the foreign language coordinator. The foreign language coordinator is a staff member of the Foreign Language Department and of the Faculty for Professional Education, who usually teaches a methods course in the Foreign Language Department.

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* Not counting elementary German (12 quarter hours) which is offered for credit but does not count toward the major.

** Admission to teacher education and junior standing.

Placement in the foreign language courses of students who wish to continue a language begun in high school is indicated by the following table:
(Permission of the department is necessary for initial enrollment beyond the courses in Column III.)

Students who enroll in a course earlier in sequence than that indicated in Column II will not receive credit toward graduation, but may have the course reported to the State Teacher Certification Board in partial fulfillment of the minimum requirement for certification to teach the language. They may also apply for proficiency examinations for college credit in courses listed on the appropriate line in Column III or more advanced courses, but not in courses earlier in the sequence.

I Number of high school units of the language	II Course in (or beyond) which the student may enroll for college credit	III Course in which initial enrollment is recommended if grades in high school courses in the language average B or higher
1 year	The student will take a placement examination given by the Foreign Language Department which will determine the course which he may enter for credit.	
2 years	Latin 122 French 132 German 132 Russian 142 Spanish 132	Latin 220 French 230 German 233 Russian 250 Spanish 230
3 years	Latin 220 French 230 German 233 Russian 250 Spanish 230	Latin 221 French 231 German 234 Russian 251 Spanish 231
4 years	Latin 222 French 232 German 235 Russian 252 Spanish 232	A course numbered above 300

SOUTHERN ILLINOIS UNIVERSITY, Edwardsville

SAMPLE PROGRAM: GERMAN

Information supplied by
Doctor Raymond Spahn
Department of Foreign Languages

German majors, as well as those in other subject areas, must complete 84 quarter hours of work in five separate areas of General Studies. German majors must present 42 quarter hours of course work in German beyond the first-year level, as well as advanced 300 level courses in both English and history (related to Germany). Students who have taken two years of German on the high school level register for German 201 (Intermediate German) for three terms — a total of nine quarter hours. They may also take German 220 (Intermediate German Conversation) simultaneously for three terms for a total of six quarter hours. Students with four years or more of high school German would take 42 quarter hours of German *beyond* the intermediate level.

The following electives beyond the intermediate level may be taken in any order except that the seminar may not be taken before the senior year:

	Quarter Hours
German 313 German Literature before Romanticism	4-12
German 311 German Culture	4-12
German 316 German Literature from Romanticism to the Present	4-12
German 351 Advanced German Composition and Conversation	3-6
German 401 Faust	4
German 451 Seminar	2-4

The requirements for students preparing to teach German are as follows:

1. Secondary Education 352d Secondary Student Teaching (Student teachers spend 12 weeks in an area school, working the entire school day, five days a week, under a classroom teacher of German. A regular member of the Southern Illinois University German staff, who is assigned to supervise the student's teaching observes it on at least five different days during the course of the 12 weeks, and holds approximately this same number of conferences with both the student teacher and the cooperating teacher.) 12-16
2. Education 305 Educational Psychology 4
3. Education 355 Philosophy of Education 4
4. Education 315 High School Methods (Education 305, 355, and 315 are taken as a sequence in the above order and are prerequisites for student teaching.) 4
5. General Studies (A) 331 American Education Systems 3
6. General Studies (B) 300a or 302a History of the United States 3

7. General Studies (B) 203a American Government (Meets State Constitution requirements.) 4
8. General Studies (E) 201 Healthful Living (Also two physical education activity courses must be taken.) 3
9. Education Electives (The Southern Illinois University Education Division recommends a total of 30 hours.) .. 3
10. Foreign Language 486 Materials and Methods of Teaching Foreign Language (May be taken as an elective in education, but cannot replace Education 315, High School Methods. All or partial credit may be counted either toward the language major or for education, but not *both*.) 4- 8

The following information pertaining to foreign languages at the Edwardsville Campus of Southern Illinois University may be of value to students and guidance counselors:

1. No foreign language is required for entrance to Southern Illinois University.
2. Nine quarter hours of a foreign language or of mathematics are required of *all* students as part of the 84 quarter hours of General Studies requirements. (Students with two years of a high school foreign language may waive this 9-hour requirement.)
3. One year of a foreign language (college level) or the equivalent is required for the Bachelor of Arts degree.
4. Two years of a foreign language (college level) or the equivalent are required for Bachelor of Arts candidates majoring in English or philosophy.
5. No grade lower than "C" in the field of humanities (which includes foreign languages) may be counted toward graduation, and the average of all course work taken for the bachelor's degree must be "C" or better.
6. All candidates who wish to be certified to teach at the high school level must be advised by a designated professor in the Education Division for their necessary education courses.

WESTERN ILLINOIS UNIVERSITY, Macomb

SAMPLE PROGRAM: FRENCH

Information supplied by
Doctor James McKinney, Chairman
Department of Foreign Languages

The academic and professional programs for foreign language majors at Western Illinois University who are preparing for a career in teaching were revised in 1968. The department used the Guidelines for Teacher Education Programs in Modern Foreign Languages as established jointly by the National Association of State Directors of Teacher Education and Certification and the Modern Language Association of America as a basis for the revision.

I. Foreign language requirements leading to a Bachelor of Arts degree with teacher certification:

	Quarter Hours
A. 300-level literature surveys or equivalent (12)..	
326-Survey of French Literature I	4
327-Survey of French Literature II	4
328-Survey of French Literature III	4
B. 300- and 400-level language and language skill courses (12)	
320-Phonetics	4
323-Grammar and Composition	4
324-Conversation	4
325-Reading	4
401-Introduction to Stylistics	4
402-Introduction to "Explication de Textes"	4
C. Civilization (4)	
405-Evolution of the French Civilization	4
406-French Civilization II	4
D. Electives	
410-The Theatre of the Classic Century	4
411-The Prose Writers and Fabulists of the Classic Century	4
420-the Writers of the Age of Enlightenment I	4
421-The Writers of the Age of Enlightenment II	4
430-The Writers of the Romantic Period	4
431-The Novelists of the Realistic and Naturalistic Period	4
432-Poets of the Late Nineteenth Century	4
440-The Contemporary French Novel	4
441-The Modern French Theatre	4
442-The Contemporary French Poets	4
490-Special Topics in French Literature	4
II. Professional Education (36)	
201-Educational Psychology—Growth and Development	5
301-Educational Psychology—Learning	5

302-Social Foundations of Education 3
401-Historical, Social and Philosophical Foundations of American Education 4
480-Student Teaching in Major or Minor Field .. 16
Prerequisites: Education 301, the appropriate methods course or courses, a 2.25 average in each area in which student teaching assignment is sought, a cumulative average of 2.15, recommendation of the adviser, consent of the Coordinator of Laboratory Experiences, the equivalent of at least two quarters of full-time resident work, including some study in the recommending department. No more than 16 quarter hours of student teaching can be counted toward graduation. Students must meet the requirements for admission to the Senior Division of the School of Education.
339-Methods of Teaching a Modern Foreign Language 4

CHICAGO STATE COLLEGE

TENTATIVE PROGRAM IN FOREIGN LANGUAGE EDUCATION

Information supplied by
Doctor Charlotte Maneikes, Chairman
Department of Foreign Languages

At present Chicago State College has no foreign language major. However, the proposal for a secondary teaching major in Spanish is being sent to the two boards of governors of the College and, hopefully, the boards will approve the Spanish teaching major in the fall trimester of 1968. The curriculum proposed consists of 83 hours in the general education courses which are required by the College for all graduates; 43 hours of Spanish courses and 2 hours of electives. The 43 hours of Spanish are grouped as follows:

1. Two basic courses which stress aural-oral competence.
2. Six courses in grammar, conversation, and composition to develop skill in spoken and written Spanish.
3. Six courses in the literature of Spain and Spanish America, which are presented as two series of survey courses and one special course on "The Golden Age."
4. One professional course covering the methods and techniques of teaching Spanish. (An additional six-hour professional course, which is not part of the 43 hours, is required in practice teaching.)

SOUTHERN ILLINOIS UNIVERSITY, Carbondale

SAMPLE PROGRAM: GERMAN

Information supplied by
Doctor Howard French
Department of Foreign Langauges

Majors are offered at Southern Illinois University in French, German, Latin, Russian, and Spanish. Qualified students are encouraged to take proficiency examinations for Foreign Language 201-9. A student is not eligible to apply for proficiency in Foreign Language 220 unless he has passed the corresponding Foreign Language 201 course.

Quarter Hours

Bachelor of Arts, College of Liberal Arts and Sciences

Gentral Studies	84
Foreign Language	51-56
Secondary Concentration (Minor)	24
Electives	28-33

Bachelor of Arts, College of Liberal Arts and Sciences, with secondary school certification

General Studies	84
Foreign Language	51-56
Secondary Education (Education Courses)	32
Electives	20-25

Bachelor of Science, College of Education

General Studies	84
Foreign Language	51-56
Secondary Education	32
Electives	20-25

Secondary Concentration

A minor foreign language may be attained by taking 26-30 hours in courses numbered above 200. See individual languages for specific requirements. State certification requirements may be met by counting CSD-FL courses or by doing additional advanced work, whichever is advised or applicable.

At least one course in the history of Germany or Central Europe is recommended for all students majoring in German.

Bachelor of Arts Degree (Without Teaching Certificate)

	Hours
German courses numbered above 200, including the following:	
201abc-Intermediate German (Required)	9
220abc-Intermediate German Conversation (Recommended)	6
301ab-Survey of German Literature (Required)	8
304ab-Advanced Composition and Conversation (Required)	8
310ab-Introduction to German Literature (Required)	8
408-German Civilization (Recommended)	4
400 Level-Three additional German Literature courses (Required)	12
German Electives	0-19

Bachelor of Science or Bachelor of Arts Degree (With Teaching Certificate)

German courses numbered above 200, including the following:

200 Level-Same as above .. 9-15
300 Level-Same a sabove ..24-28
401ab-Faust 4
400 Level-Two additional literature courses 8
408-German Civilization 4
German Electives 0-14
Education Courses-A minimum of 24 quarter hours is required
Guidance 305 - Educational Psychology 4
Secondary Education 310-History and Principles of Secondary Education 4
Foreign Language Methods 353 4
Secondary Education 352-Student Teaching (One quarter, off campus, senior year) 12-15
Recommended Electives-Educational Administration 355-Philosophy of Education 4
Instructional Materials 417-Audiovisual Methods 4
Guidance 422 - Educational Measurements and Statistics 4
Secondary Education 407-The Junior High School 4

Secondary Concentration in German

German courses numbered above 200, including the following:
200 Level-Same as above .. 9-15
304ab-Advanced Composition and Conversation 8
310ab-Introduction to German Literature 8
German Electives 0-6

ILLINOIS STATE UNIVERSITY, Normal

SUGGESTED PROGRAM FOR ALL LANGUAGES

Information supplied by
Doctor Thomas Comfort, Cairman
Department of Foreign Languages

The Department of Foreign Languages at Illinois State University offers teacher training programs in French, German, Latin, Russian, and Spanish. Those who desire to teach any of these languages must complete 33 semester hours of course work in the language itself of which the following 25 hours are required:

	Semester Hours
Elementary French, Spanish, German, Latin or Russian	8
Intermediate French, Spanish, German, Latin or Russian	8
Survey of Literature of French, Spanish, German, Latin or Russian	6
Composition and Conversation in French, Spanish, German, Latin or Russian	2
Foreign Language Teaching in the Elementary School (Methods)	1

The additional eight hours which remain in the "major" are elective and may be taken from a wide variety of language and literature courses, according to the needs and desires of the students.

Where a student has had prior language training in high school, he will be placed in the appropriate advanced language course upon entrance to the University. This advanced placement will allow the student greater variety in the choice of his language courses since, ordinarily, it will not be necessary to take all of the hours of elementary or intermediate languages listed above.

There is also the additional requirement of 24 semester hours of professional education which includes 10 semester hours of student teaching. The 10 semester hours of student teaching may be taken over a nine-week or an eighteen-week period in either the University Laboratory High School or in other high schools located throughout Illinois.

Illinois State University also offers a Resource in French or Spanish for Elementary School Teaching majors who wish to elect it. Eighteen to 21 hours of French or Spanish are required, including 8 hours of Intermediate French or Spanish, and 3 hours of French or Spanish for the Elementary School. In the event that an Elementary School Teaching major enters the University with previous high school language training in French or Spanish, a greater choice of language courses in these two languages is available.

NORTHEASTERN ILLINOIS STATE COLLEGE, Chicago

SAMPLE PROGRAM: FRENCH

Information supplied by
Doctor Alice N. Callicounis, Chairman
Foreign Language Department

There are three programs available at Northeastern Illinois State College for French majors. The requirements for each are as follows:

Bachelor of Arts Degree in French for Teaching in the Elementary Schools

Requirements: 8 semester hours Basic Program or successful examination displaying knowledge equivalent to the Basic Program.

Major Program: A total of 24 semester hours. 21 hours of required courses and 3 hours of elective courses.

REQUIRED COURSES:

		Semester Hours
25-311	Conversation - Composition I	3
25-312	Conversation - Composition II	3
25-313	Etude de Morphologie de Syntaxe et de Style	3
25-328	Masterpieces of French Literature ..	3
25-319	Historie de la Civilisation francaise	3
21-372	Fundamental Skills. Methods of Teaching Modern Foreign Language in the Elementary Schools	3
25-372	Applied French Linguistics	3

BACHELOR OF ARTS DEGREE IN FRENCH FOR TEACHING IN THE SECONDARY SCHOOL

Total semester hours required: 39—of which 9 hours are elective

REQUIRED COURSES

25-311	Conversation and Composition I	3
25-312	Conversation and Composition II	3
25-313	Etude de Morphologie de Syntaxe et de style	3
25-319	Histoire de la Civilisation française ...	3
255-328	Masterpieces of French Literature ..	3
25-372	Applied French Linguistics	3
75-301	Methods of Teaching Modern Foreign Languages	3

ELECTIVE COURSES (3 of the following courses—9 cr. hrs.):

25-317	La Phonétique française	3
25-319	La Génération de 1890	3
25-321	Initiation à la Littérature française XVII siècle	3
25-322	Initiation à la littérature française XVIII siècle	3
25-331	Les Philosophes et Moralistes du XVII siècle	3
25-333	Initiation à la Littérature francaise XIX siècle	3
25-351	La Littérature Contemporaine	3
25-354	Le Théâtre Classique	3

In addition to the 30 hours required in French, a student must take the following courses in Professional Preparation (Education) for a total of 18 hours:

62-215	Philosophical and Historical Foundations in Education	4
36-213	Educational Psychology	3
68-301	Curriculum of the Secondary School	3
77-301	Student Teaching and Seminar in Foreign Languages	6

ELECTIVE COURSES (One of the following)

		Hours
25-317	La Phonétique française	3
25-318	La Génération de 1890	3
25-351	La Littérature Contemporaine	3
25-354	Le Théâtre Classique	3
25-331	Les Philosophes et Moralistes du XVII siècle	3

In addition to the 24 semester hours in French, a student must take the following courses in Professional Preparation (Education, 28 hours required) to fulfill the requirements for graduation:

36-213	Educational Psychology	3
62-215	Philosophical and Historical Foundations of Education	4
65-301	Curriculum of the Elementary School	3
65-302	Methods of Teaching Language Arts	2
65-306	Methods of Teaching Reading in the Elementary School	2
65-317	Micro-Teaching in one Methods Area	2

Select 2 of the following courses:

65-303	Methods of Teaching Mathematics in the Elementary School	2
65-304	Methods of Teaching Social Studies in the Elementary School	2
65-305	Methods of Teaching Science in the Elementary School	2

Select one from the following:

65-311	Teaching the Gifted Child	2
65-315	Teaching in the Inner City School	2
65-316	Teaching the Slow-Learning Child	2

BACHELOR OF ARTS—LIBERAL ARTS IN FRENCH

A total of 30 semester hours is required of which 15 hours are electives

REQUIRED COURSES:

		Hours
25-311	Conversation and Composition I	3
25-312	Conversation and Composition II	3
25-313	Etude de Morphologie de Syntaxe et de Style	3
25-319	Histoire de la Civilisation française	3
25-328	Masterpieces of French Literature	3

ELECTIVE COURSES (Five of the following courses) 15 hours:

25-317	La Phonétique française	3
25-319	La Génération le 1890	3
25-321	Initiation à la Littérature française XVII siècle	3
25-322	Initiation à la Litterature francaise XVIII siècle	3
25-331	Les Philosophes et Moralistes du XVII siècle	3
25-333	Initiation à la Littér-	

	ature francaise XIX siècle	3
25-351	La Littérature Contemporaine	3
25-354	Le Théâtre Classique	3

Students who have not completed the 4 year requirement in high school must take French II and French III, a total of 8 hours. A placement test is given to all students who have had some French in high school to determine the level in which they must register. If the student does not qualify for Frenc II according to the results of the place ment test, he then must take French ce- which is not included in the 8 hours o I Foreign Language Requirements, thu of graduating with 4 additional hours. ius

French I, II, and III, called th Basic Program, are 4 credit hour course the and they consist of 4 contact hours i ses the classroom and 1 hour in the lan in guage laboratory per week. an-

CHICAGO CIRCLE, UNIVERSITY OF ILLINOIS

SAMPLE PROGRAM: GERMAN

Information supplied by
Mr. Daniel Harrington
Language Laboratory Director

Although the first two years of course work, German 101 through 106 (Elementary and Intermediate German), do not count as credit towards the German major at the Chicago Circle Campus of the University of Illinois, a prospective teacher can, nonetheless, fulfill the graduation requirements if he must take these courses. A program for a four-year course of studies to obtain a major in German follows below: (Education courses and their prerequisites are included.)

Quarter Hours

FRESHMAN YEAR:

Elementary German 101, 102, and 103; Introduction to Psychology 100, American Government 151 (each four quarter hours), and electives..... 48

SOPHOMORE YEAR:

Intermediate German 104 105, and 106 (each four quarter hours), and electives 48

JUNIOR YEAR:

1st Quarter:

- 201 Writing and Speaking German I (4 hours)
- 220 German Culture and Civilization (3 hours)
- 221 Introduction to German Literature (3 hours)
- 170 Educational Foundations (4 hours)
- 204 Corrective German Phonetics (1 hour) 15

2nd Quarter:

- 202 Writing and Speaking German II (4 hours)
- 290 Masterworks of German Literature II (4 hours)
- 210 The Educative Process (4 hours)
- One additional course (4 hours) 16

Third Quarter:

- 203 Writing and Speaking German III (4 hours)
- 292 Masterworks of German Literature III (4 hours)
- 305 Introduction to Linguistics (German) (4 hours)
- 230 Curriculum and Instruction in the Secondary Schools (4 hours) 16

SENIOR YEAR:

First Quarter:

- 294 Masterworks of German Literature III (4 hours)
- 331 The Teaching of German in the Secondary School and College 301 (3 hours)
- 301 Writing and Speaking German IV (4 hours)
- 250 Educational Evaluation (4 hours) 15

Second Quarter:

- 270 Educational Practice with Seminar 12

Third Quarter:

- 302 Writing and Speaking German V (4 hours)
- 396 German Drama (4 hours)

39

395 Naturalism, Impressionism, and Expressionism (4 hours) 12

This teacher would graduate with a total of 183 quarter hours of which 53 hours would be German courses above the 200 level (junior and senior levels).

Practice Teaching at Chicago Circle

Practice teachers are encouraged to go out in the penultimate quarter of their last year. They work in the public schools in the Chicago area for the entire quarter and come to the university one afternoon per week for a seminar to discuss experiences and problems they have encountered in their teaching experience.

In our program, we are able to videotape the practice teachers at work in the public schools. This serves as an aid both to them and to their supervisor.

The faculty member teaching the departmental methods course visits each of his students in the public schools at least twice during the quarter, to see their application of the methods they have learned and to find out what practical problems they have that arise in the actual teaching situation. He participates in the seminars held in the Department of Education.

In some of our language departments, a two-quarter methods course is given. When two quarters are available, it is possible to train prospective teachers in such techniques as teaching for television. At the end of the quarter each student is required to present a lesson planned exclusively for television. This lesson is videotaped in the university studio, shown to the student, and criticized by the teacher. Seeing one's mistakes, as well as the positive factors, is far more impressive than merely hearing about them.

Prospective teachers in the German department are required to take a course in corrective German phonetics. Once a week, the students come to the testing laboratory and make a tape as a pronunciation exercise. The individual student has a test sheet from which he reads, trying to pronounce the text as accurately as possible. The teacher of the course listens to the tape and marks the student's sheet for pronunciation errors. Then the student can take the sheet back to the lab and listen to his tape with the corrected page in front of him, enabling him to pinpoint his errors.

Next quarter, in the teaching methods classes, we plan to use a telephone system with attached loudspeaker so that drills, mistakes, and methods of language laboratory use can be demonstrated to the students by the teacher who dials a number that gives him access to a tape he has requested to be put on the telephone line. Mistakes in technique, in drilling, or mistakes that students make in language-laboratory use can thus be vividly demonstrated.

The prospective teacher is required to have finished his education courses and practically all of his courses in his major when he goes into the school as a practice teacher. His department makes the final decision about his readiness for teaching and can reject his request to practice teach if he does not meet the requirements of proficiency regarded as necessary by the department.

Description of the Language Laboratory at Chicago Circle

Chicago Circle has two language laboratories. One is a 120-seat laboratory with ninety positions in which the students can dial their own programs. There are thirty four-track tape decks, so 120 programs can be played simultaneously. There are four student record positions in this laboratory.

We also have seven telephone lines, three that are multiple access and four

that are single access. The student can dial the program from his home or from any other telephone. The multiple access lines can be opened so that a maximum of thirty students are listening to the same program at the same time. Illinois Bell can also supply headsets and room spokesmen to the students' homes for a minimal fee.

The students of all first and second year language courses must either go to the laboratory or call in for four twenty-minute sessions per week. At the end of the quarter, they are tested on their comprehension and speaking ability in the Testing and Tutoring Laboratory. This laboratory has fifteen tape decks, each with its own student position in the testing room. The decks are all in one small room, remote controlled from the student positions. The student can record, play back what he has recorded, listen to a tape prepared for his level, stop the tape at any point where he has difficulty, rewind it, and listen again.

In a testing situation, the student comes to the testing laboratory to hear the question tape which is played to all student positions from the master console. The students' responses are recorded on the individual tape decks for each position. These responses are graded by either the teacher or the tutor working in that language. There has been, up to now, one tutor for each modern language taught at the university: Spanish, French, German and Russian. Next year we hope to expand our services to include more than one tutor in each language. The tutoring service is supplied to the students at no charge. They can come for tutoring on their own initiative or their teachers can send them.

The tutors are junior or senior students in teacher education who are majoring in the language they are teaching. (It is preferred that these students have taken the methods course in their language). The majority are native speakers of the language which they tutor and are employed by the Language Laboratory at the recommendation of their department.

The tapes which the students hear amplify, drill, and review what they are covering in class. Eventually we hope to allow the student to use the laboratory to progress at his own best rate, using the Language Laboratory to learn more advanced material, or to stress that which he has not understood in class. We hope to develop more creative tape programs that interest and challenge the student rather than restrict him to a specific rate of progress.

This summer we are involved in the Foreign Language Day House program, partially sponsored by the Chicago Board of Education. The students in this program are high school students in the Chicago area. They work in the language laboratories and also use the telephone to listen to their programs at home. They use tapes, films, filmstrips, and records. The Language Laboratory supplies all equipment in conjunction with the Office of Instructional Resources on our campus. Each teacher has an assistant who is a current or former tutor from the Testing and Tutoring Laboratory. We hope to extend this program to effect a firmer relationship between the Chicago public schools and the university. We feel it would be most profitable if university assistants could work in the classrooms of the schools for a longer duration than one quarter of practice teaching and if the schools could use the facilities of the university and the teachers of the public schools.

If a student decides to satisfy his foreign language requirement by taking further work in a language he studied in high school, the placement test recommendation determines the courses in which he may register. He may not

take a course lower than that recommended by the department. If he wishes to enroll on no-credit status, the department and the college must approve.

The department recommends enrollment in beginning language courses on the basis of the high school units the student presents in a language. The units are as follows:

One high school unit—A 101 course may be taken for credit.

Two high school units—A 102 course may be taken for credit.

Three high school units—A 103 course may be taken for credit.

Four high school units—A 104 course may be taken for credit.

KNOX COLLEGE, Galesburg*

SAMPLE PROGRAM: SPANISH

Information supplied by
Doctor Jay Paul Minn
Department of Foreign Languages

Knox College offers foreign language majors in French, German, Russian, and Spanish, all of which are fully approved programs leading to elementary and secondary certification. The school is on the three-three semester plan, whereby a student normally takes three (or three and one-half) courses each term (there are three terms of ten weeks each per year), earns nine or more credits per year, and needs 35 courses plus Comprehension Exams or Honors Research to graduate.

A student beginning his language specialty at Knox would follow a similar sequence in any of the languages: Beginning (101, 102, 103, First Year) and Intermediate (201, 202, Second Year). In all the languages, these courses cover the basics of the language, taught audiolingually, as well as a general survey of the literature. To complete the major, seven courses are required beyond 202. The total of 12 courses indicates that a student could theoretically complete a language major by taking one foreign language course per term throughout the twelve terms leading to the B.A. degree. But many Knox students finish the minimum requirements for the major well before the last term of the Senior Year. This is especially true of those students who continue with the language they started in high school. By placing higher in the 101-202 sequence (or beyond), students have more time for electives.

Other Programs at Knox

Approximately 20 French majors spend their junior or senior year at the University of Besancon, France. The nine credits earned in this one year obviously complete the French major. A Junior Year Program in Spain is in the discussion stages. A few German majors spend a year in Germany.

Another innovative program is the Modern Language Major, which is achieved by completing the seven-course major in one language and taking six courses in another. There are also majors in Russian Area Studies and German Area Studies; in these the student pursues a large and flexible variety of language courses, as well as history, sociology, political science, philosophy, etc. A cooperative program with the University of Chicago, whereby a student follows a certain sequence of courses at Knox which articulates di-

* Editors' Note: Space does not permit in this publication a description of other foreign language teacher education programs which exist in the many small colleges throughout Illinois. We have selected the teacher education program at Knox College as an exemplary program worthy of emulation by similar liberal arts colleges.

rectly with the Master of Arts in Teaching program at the University of Chicago has grown in popularity.

A recent innovation at Knox is the semester-block in education. After the initial prerequisites of Psychology 111 (Introduction) and 251 (Adolescent), one entire term is devoted to all the other courses required for certification, leaving only one term of practice teaching.

Knox requires 4 humanities courses, 3 science courses, and 3 social studies courses for graduation. Three years of mathematics and three years of a foreign language are entrance requirements.

An average four-year program leading to secondary certification in Spanish might be:

FRESHMAN YEAR

Fall Term
- Spanish 101
- European Civilization 104
- English
- Cinema (½ course)

Winter Term
- Spanish 102
- European Civilization 105
- Psychology 111

Spring Term
- Spanish 103
- Music Appreciation
- Anthropology 201

SOPHOMORE YEAR

Fall Term
- Spanish 201
- Biology 121
- History 201 or 202

Winter Term
- Spanish 202
- Biology 122
- Spanish 210 (Conversation and Composition)

Spring Term
- Spanish 320 (Advanced Conversation and Composition)
- Psychology 251
- Political Science 201
- Negro History (½ course)

JUNIOR YEAR

Fall Term
- Spanish 301 or 302 (Modern Drama or Modern Fiction)
- Methods of Teaching Foreign Languages (½ course)
- The Universe (Astronomy for non-science majors)
- Elective

Winter Term
- Spanish 305 or 306 (Spanish-American Literature to 1888 or Modernismo)
- Spanish 311 or 312 (Golden Age Drama or Prose)
- Elective

Spring Term
- Education Block

SENIOR YEAR

Fall Term
- Spanish 319 (Medieval Literature)
- Elective
- Elective

Winter Term
- Practice Teaching

Spring Term
- Spanish Comprehensives
- Elective
- Elective

The Comprehensive Examinations are given in all major fields at Knox. These tests are an attempt to draw all the major courses together into a meaningful whole.

The above program must be regarded as hypothetical, but typical. Of course, many variations exist as to which science is taken, which semester is devoted to practice teaching, etc. But the above

program would earn the student a major in Spanish, a secondary teaching certificate, and a Bachelor of Arts degree at Knox College. The reader should consult the Knox College catalogue for a more detailed account of the language courses which are offered, as well as the various possibilities for substitutions in required courses.

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Overview: The Need for Reasonable Uniformity in Teacher Education Programs

It is not difficult to glean the similarities and dissimilarities in the programs which have been described. Requirements, both in terms of hours and content, vary considerably among the colleges and universities. The advisability of some uniformity in college foreign language education programs is obvious. This does not imply a senseless conformity among programs — *"not all need to emphasize the same courses"* — but in all fairness to the bewildered and harassed student, it is imperative that common goals be achieved. Whatever the school of his selection, the teacher-in-preparation must receive an education equal in quality to that of his colleagues from other colleges and universities. The student must demonstrate the essential purpose of his training: to become a master teacher through a thorough knowledge of subject matter and through evidence of skill in the utilization of the most effective instructional techniques. It would be academic fraud, perpertrated upon students and teachers alike, not to correct what has been until now an insidious abuse: an acceptance of dismally sub-standard foreign language teacher preparation programs in many institutions, and quality programs in only a few.